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ABSTRACT

A sample of the general population of Dade County residents were surveyed, by interviews, by an independent research firm during December, 1973 regarding educational goals, major problems confronting the schools and their opinions regarding certain school system programs. It was decided to refine and augment those results by surveying specific involved and informed groups regarding four topics: (1) priorities of problems facing the school system, (2) priorities of broad program areas, (3) emphasis on solutions to problems, and (4) priorities of capital construction needs. This survey, conducted during March, 1975, involved 9,695 individual respondents; approximately one-third of which indicated that they were parents of students presently enrolled in Dade County Public Schools. The respondent groups were: community advisory committees and other community or school-related groups, county/area administrators, elementary and secondary school principals and assistants, and elementary and secondary teachers. The degree of agreement between respondent groups was consistently high. The survey instrument, asking respondents to rank fifteen possible problems facing the school system, is included as well as the detailed survey results. (Author/RC)

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ED111833

Dade County Public Schools
Miami, Florida

# Report:

## Priorities of Problems, Program Areas, Solutions to Problems and Capital Construction Needs

TM004 800

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REPORT:
PRIORITIES OF PROBLEMS, PROGRAM AREAS,
SOLUTIONS TO PROBLEMS AND CAPITAL
CONSTRUCTION NEEDS

Prepared by
Department of Planning and Evaluation
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33132
June 12, 1975

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## INTRODUCTION

A sample of the general population of Dade County residents were surveyed, by interviews, by an independent research firm during December, 1973 regarding educational goals, major problems confronting the schools and their opinions regarding certain school system programs*. It was decided to refine and augment those results by surveying specific involved and informed groups regarding four topics: 1) Priorities of Problems Facing the School System, 2) Priorities of Broad Programs Areas, 3) Emphasis on Solutions to Problems, and 4) Priorities of Capital Construction Needs.

This survey, which was conducted during March, 1975, involved 9,695 individual respondents; approximately one-third of which indicated that they were parents of students presently enrolled in Dade County Public Schools.

The respondent groups were:

| Category | Number Responding |
|---|---|
| Community Advisory Committees | 478 |
| Other Participating Community or School-Related Groups | 267 |
| County/Area Administrators | 208 |
| Secondary School Principals/Assistants | 228 |
| Elementary School Principals/Assistants | 288 |
| Secondary Teachers | 4,094 |
| Elementary Teachers | 4,132 |
| Total Responses Processed** | 9,695 |

** For further respondent group identification, see page 22.

* Hubbell, Ned and Associates, How Dade County Residents View their Schools, December, 1973.

## OVERVIEW OF FINDINGS

The degree of agreement between respondent groups, in each of the four categories (Problems, Program Areas, Solutions to Problems and Construc-tions Needs) was consistently high.

### PRIORITIES OF PROBLEMS

Respondents were asked to rank fifteen possible problems facing the school system and were asked to add other serious problems not included in the list of problems provided. (See page 54 for the complete survey instrument).

The table below presents the fifteen problems ranked according to the responses of the composite of all groups so that comparison may be made of the mean rankings of each of the groups involved. Specific data regarding rankings by specific groups may be found on pages 20-37.

Comparison of Mean Ranking, by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| General Discipline | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 1 | 1 |
| Severe/Repeated Misbehavior | 2 | 2 | 6 | 5 | 5 | 1 | 1 | 2 | 3 |
| Class Size | 4 | 3 | 4 | 4 | 8 | 6 | 5 | 5 | 2 |
| Overcrowded Schools | 3 | 4 | 3 | 2 | 4 | 4 | 6 | 3 | 4 |
| Achievement/Basic Skills | 11 | 5 | 1 | 3 | 3 | 3 | 2 | 4 | 6 |
| Special Needs of Students | 9 | 6 | 5 | 6 | 2 | 5 | 4 | 6 | 5 |
| Finances-Operating | 7 | 7 | 8 | 8 | 6 | 7 | 7 | 7 | 7 |
| Curriculum Adapt-ability | 10 | 8 | 9 | 9 | 7 | 8 | 8 | 8 | 8 |
| Public Attitude | 14 | 9 | 13 | 13 | 11 | 10 | 10 | 9 | 9 |
| Curriculum Balance | 15 | 10 | 11 | 10 | 12 | 12 | 9 | 12 | 10 |
| Finances-Capital | 6 | 11 | 10 | 11 | 10 | 9 | 12 | 10 | 12 |
| Competency of Teachers | 12 | 12 | 7 | 7 | 9 | 11 | 11 | 13 | 11 |
| Substance Abuse | 5 | 13 | 12 | 12 | 14 | 13 | 15 | 11 | 13 |
| Integration | 8 | 14 | 15 | 15 | 15 | 14 | 13 | 14 | 14 |
| Racial/Ethnic Discrimination | 13 | 15 | 14 | 14 | 13 | 15 | 14 | 15 | 15 |

* Respondents ranked 15 problems facing the school system; the most serious was given the rank of 1.

Observations from Data in Chart

- General Discipline is clearly the top-ranking problem with substantial agreement between all respondent groups.
- Advisory committees, other community groups and county/area administrators perceived Severe/Repeated Misbehavior as less serious that did teachers and school-based administrators.
- Class size was considered as a very serious problem by elementary teachers but less serious by county/area administrators.
- Achievement in Basic Skills received a composite ranking of fifth, but advisory committees ranked it as first and elementary teachers ranked it as sixth.
- The problem of responding to Special Needs of Individual Students was ranked sixth by the composite group, but was ranked as second by county/area administrators.
- Competency Level of Teachers was given a composite ranking of twelfth, but advisory committees and other community groups ranked the problem as seventh.

Other Problems Listed by Respondents

When asked to list additional problem not included in the survey instrument, several were frequently mentioned. In order of frequency of mentions, these were:

Administrative Competence
Teacher Tenure
Attendance of Students
Traffic at Elementary Schools

Information Related to the Five Most Serious Problems

Summaries of information related to the five most serious problems identified in the survey may found on pages 9-18.

PRIORITIES OF EXISTING PROGRAM AREAS

Respondents were asked to rank seventeen existing program areas according to their feelings as to their relative importance in terms of meeting the needs of the students. Top priority items in this serries related to the more traditional general purposes of public education. The following summary table of mean rankings by individual groups and by the composite of all groups depicts a substantial degree of agreement between the groups. More detailed data regarding the rankings of program areas by the individual groups may be found on pages 38-45.

## Priorities of Existing Program Areas
## Comparison of Mean Ranking, by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| General Knowledge | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| Basic Skills | 5 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 |
| Attitudes-Values | 7 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 |
| Effective Citizenship | 10 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 |
| Prevention/Treatment Misbehavior | 17 | 5 | 5 | 6 | 6 | 6 | 5 | 6 | 4 |
| Saleable Vocational Skills | 3 | 6 | 5 | 3 | 5 | 4 | 6 | 3 | 6 |
| College Preparation | 2 | 7 | 6 | 8 | 9 | 8 | 12 | 7 | 11 |
| Career Education (Elem., Jr. High) | 16 | 8 | 9 | 7 | 8 | 7 | 9 | 8 | 10 |
| Exceptional Child Education | 11 | 9 | 8 | 9 | 7 | 12 | 7 | 12 | 7 |
| Physical/Health Education | 4 | 10 | 12 | 11 | 11 | 10 | 10 | 10 | 9 |
| Compensatory Education (Local) | 12 | 11 | 10 | 10 | 10 | 11 | 8 | 11 | 8 |
| Family Living/ Consumer Education | 15 | 12 | 13 | 12 | 12 | 9 | 11 | 9 | 13 |
| Environmental Educ. | 8 | 13 | 11 | 13 | 14 | 13 | 14 | 13 | 12 |
| Aesthetics/Fine Arts | 6 | 14 | 14 | 16 | 13 | 15 | 13 | 14 | 14 |
| Adult Education | 13 | 15 | 15 | 14 | 15 | 14 | 17 | 15 | 16 |
| Community Schools | 14 | 16 | 17 | 15 | 17 | 16 | 15 | 16 | 15 |
| Bilingual Education | 9 | 17 | 16 | 17 | 16 | 17 | 16 | 17 | 17 |

* Respondents ranked 17 program areas, the most important was ranked as 1.

EMPHASIS ON SOLUTIONS TO PROBLEMS

Respondents were given a listing of thirty-four acitivities or programs which are considered by some to be viable means of improving the quality of education in the Dade County Schools. They were asked circle one of the following responses for each item. 1) Critical, 2) Very Important, 3) Important, 4) Less Important, 5) Not Important. A mean response was computed for each item for each respondent group and for the composite of all groups. The items were then ranked according to the mean responses for the composite group. The top six items and bottom six items are presented below in a chart that depicts comparative rankings across groups. A complete comparison chart, with all thirty-four items included, may be found on pages 26-29.

Six Highest Ranked Solutions to Problems
Comparison of Mean Ranking, by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Increased emphasis on prevention/control of student misbehavior. | 3 | 1 | 10 | 4 | 3 | 2 | 5 | 2 | 1 |
| Improve basic skills competencies by expanding reading and math programs at all levels. | 10 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 4 |
| Allocate additional personnel to schools to assure appropriate pupil-teacher ratios. | 5 | 3 | 4 | 6 | 11 | 8 | 1 | 5 | 2 |
| Increase emphasis on attracting, hiring, retaining "good" teachers. | 6 | 4 | 2 | 2 | 2 | 5 | 4 | 3 | 6 |
| Maintain a balance in the curriculum by increasing emphasis on basic education such as math, science, social studies, language arts. | 27 | 5 | 3 | 3 | 8 | 6 | 3 | 4 | 8 |
| Relieve overcrowding in schools by constructing additional schools. | 18 | 6 | 5 | 8 | 6 | 3 | 9 | 6 | 5 |

## Six Lowest Ranked Solutions to Problems
## Comparison of Mean Ranking, by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Increase emphasis on consumer education. | 32 | 29 | 29 | 31 | 28 | 25 | 28 | 22 | 30 |
| Continue to expand the Community School program. | 22 | 30 | 27 | 29 | 32 | 31 | 27 | 31 | 29 |
| Increase participation of the community through an improved or expanded community advisory committee structure. | 21 | 31 | 17 | 26 | 30 | 30 | 32 | 30 | 31 |
| Develop a program of educational options. | 30 | 32 | 33 | 33 | 29 | 26 | 31 | 32 | 32 |
| Insure that all non-Spanish speaking pupils are given the voluntary opportunity to learn to speak and write Spanish. | 16 | 33 | 32 | 32 | 33 | 33 | 29 | 33 | 33 |
| Expand implementation of the elementary Quinmester curriculum. | 8 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 |

Observations from Data on Solutions to Problems (Top Six and bottom Six.)

- Increased Emphasis on Prevention/Control of Student Misbehavior received the number one derived ranking in the list of thirty-four olutions to roblems by the composite of all groups and by elementary teachers, but advisory committee members perceived the item as less important by placing it as tenth.

- County/area administrators disagreed somewhat with other groups by placing less emphasis on the need for allocating additional personnel to schools to assure appropriate pupil-teacher ratios.

- There was a remarkable degree of agreement among the groups in the bottom six items except; item 21-advisory committees placed a higher value than other groups or the expansion of advisory committees and, item 32-secondary teachers placed a slightly higher value on increasing the emphasis on consumer education.

Other Observations from Data on Solutions to Problems

(See pages 26-29 for complete comparison charts.)

Several frequently recommended solutions to problems failed to be ranked in the top half of the list of thirty-four solutions listed. Some were:

- Increased Discretionary Use of Resources at the School Level (eighteenth)
- Improved Staff Development programs (nineteenth)
- Responding to Societal Problems (drug abuse, alcoholism, etc.) by Expanding the Comprehensive Health Education programs (twenty-second)
- Expand the Elementary Counselor program (twenty-third)
- Expand Career Awareness/Career Exploratory programs at elementary/junior high levels (twenty-fifth)
- Expand Placement/Follow-up services (twenty-seventh).

Additional Solutions Proposed by Respondents

At the end of the list of thirty-four possible solutions to problems, respondents were asked to add any other solutions deemed important. Some additional solutions proposed by various respondents were:

- Provide for more teacher input into the decisionmaking process.
- Lower the maximum age for compulsory attendance.
- Increase academic penalties for excessive absences.
- Improve administrative competence by providing more workshops in budgetary procedures, school law and union matters.

PRIORITIES OF CAPITAL CONSTRUCTION NEEDS

Respondents were asked to consider the fact that projected funds for capital construction will not be adequate over the next five years to meet the system's identified needs, and to assign a rank, one to six, to six capital construction needs that may compete for limited funds. The following chart gives a comparison of the rankings by each group and the composite of all groups. Additional data regarding individual group responses may be found on pages 46-53.

Priorities of Capital Construction Needs
Comparison of Mean Ranking, by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Aircondition Schools | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 1 |
| Eliminate Double Session | 4 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 4 |
| Replace Obsolete Schools | 5 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| Renovate/Adapt Existing Facilities | 6 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 2 |
| Additional Vocational Facilities | 2 | 5 | 6 | 5 | 5 | 5 | 6 | 4 | 6 |
| Maintain/Improve Existing Facilities | 3 | 6 | 5 | 6 | 6 | 6 | 5 | 6 | 5 |

Should Strict Adherence to Established Priorities be Observed?

In reference to the six Capital Construction Needs, the respondents were asked to answer the following question:"If priorities were established for the above in some satisfactory manner, do you agree that the needs should be met in strict priority order (i.e., priority need number one should be completely met before priority need number two receives funds, etc.)?".

____ Yes No____

The composite of all groups slightly favored the affirmative response, with 50.3% responding, "Yes". However, 54.8% of Area/County Administrators and 50.9% of Secondary Principals/Assistant/Principals said, "No". See pages 46-53 for additional details regarding this question and the responses by the various groups.

## INFORMATION RELATED TO THE FIVE MOST SERIOUS PROBLEMS IDENTIFIED IN THE SURVEY

Summaries of information related to the five most serious problems identified within the survey are provided within this section for use by planners and decisionmakers. As one can readily observe, the problems which have been identified are of such a nature that any summary-like countywide information may only serve as a starting point for an adequate analysis of the problem. In some cases, additional studies or reports pertaining to these areas have already been prepared; these reports and their availability have been indicated.

### GENERAL DISCIPLINE AND SEVERE OR REPEATED MISBEHAVIOR

These two problem areas were identified as being the most critical of the problems of the school system.

These areas are particularly difficult to analyze on a cross-school basis. Some student behavior which would be viewed as undesirable in one school may be tolerated and even condoned in other school settings. Two of the best sources of information about disruptive activity on the part of pupils can be found in suspensions and expulsions information and in an analysis of incidents which were reported to the Security Department.

In terms of suspensions and expulsions, the numbers have dropped rather dramatically during the past few years. This drop can be reasonably attributed to the opening and operation of In-School Centers for Special Instruction and to the availability of alternative schools. As one can note from the following chart, the suspension/expulsion rate has dropped by 38% between 1972-73 and 1973-74. Data which is already available for the 1974-75 school year indicates a continuation of this trend.

COMPARISON OF SUSPENSIONS AND EXPULSIONS

| Year | Principals' Suspensions | Additional 30-Day Suspensions | Expulsions | Total First Month Membership |
|---|---|---|---|---|
| 1969-70 | 9,730 | 236 | 43 | 244,157[a] |
| 1970-71 | 9,759 | 299 | 68 | 240,472[b] |
| 1971-72 | 11,957 | 518 | 157 | 245,242 |
| 1972-73 | 8,066[c] | 517 | 135 | 241,995 |
| 1973-74 | 4,733[c] | 154 | 23 | 244,565 |
| 1974-75* | 2,939 | 1 | 0 | 246,739 |

[a] Includes 1,671 Headstart pupils.
[b] Includes 1,431 Headstart pupils.
[c] Reduction attributed to School Centers for Special Instruction
* Through April 17, 1975.

An analysis of total incidents reported to the Security Department would reveal the extent of seriously disruptive incidents. It should be noted that some of the apparent increase in security incidents during this year is likely due to improved and more rigorous reporting procedures and does not, then, necessarily indicate a substantial upswing in disruptive behavior. While the statistics in the following chart are clearly disturbing, it should be realized that many of these incidents involved persons other than those enrolled in the schools. Of those incidents involving only students enrolled in Dade County Public Schools, less than 2% of the student body were involved.

COMPARISON OF REPORTED SECURITY INCIDENTS

| Offense Class | 71-72 | 72-73 | 73-74 | 74-75* |
|---|---|---|---|---|
| Homicide | NA | 1 | 1 | - |
| Forcible Rape | NA | 4 | 6 | 19 |
| Robbery | NA | 150 | 119 | 163 |
| Assaults, Aggravated (non-classified) | NA | - | 143 | 251 |
| Personnel/Student | NA | 175 | 131 | 134 |
| Student/Student | NA | 674 | 566 | 633 |
| Personnel/Non-Student | NA | 17 | 19 | 43 |
| Student/Non-Student | NA | 40 | 40 | 86 |
| Breaking and Entering | NA | 1,078 | 1,282 | 1,493 |
| Larceny-Theft (except Auto Theft) | NA | 895 | 1,298 | 1,988 |
| Arson | 101 | 29 | 42 | 61 |
| Malicious Mischief (Vandalism) | NA | 246 | 308 | 1,060 |
| Narcotic Drug Law | NA | 244 | 163 | 139 |

*Year to date, July 1 to April 30, 1975.

At the present time the school system is offering a series of programs addressed to these problems. These include:

| | Number of Cases Served |
|---|---|
| In-School Centers for Special Instruction | 128,002 student days* |
| Socially Maladjusted Classes | 1,311 |
| Emotionally Disturbed Classes | 691 |

* Total number of student days between July 1, 1974 and April 3, 1975; all other data represents number of individual students served during 1974-75.

## CLASS SIZE *

Class size has again been identified as a major problem in the school system.

It is also a concern in most other school districts in the United States, except for a few highly affluent suburban districts. Research in this area has not, of course, found any consistent relationship between class size and pupil achievement; however, most teachers and parents would agree that a smaller class size contributes to an environment more conducive to individualizing instruction and to a more productive classroom climate. The major constraint to reducing class size in any school district involve the tremendous increase in costs which must be incurred for even minor reductions, both in terms of operating costs and expanded facilities.

What is the typical teacher-pupil ratio in the Dade County Schools?

For elementary schools, if one excludes classes for exceptional children (Retarded, Handicapped, Disturbed, Gifted), and includes federal programs, the teacher-pupil ratio as of October, 1974, was as follows:

| Elementary Personnel used for Computation of Average Load | Pupils | Classes | Staff | Average Load |
|---|---|---|---|---|
| Regular Professional Teachers | 111,495 | 3,657 | 3,657 | 30.5 |
| Regular Professional Teachers plus Aides and Assistants** | - | - | 4,212 | 26.5 |
| Regular Professional Teachers plus Aides/Assistants** and Music, Art, Physical Education, Bilingual Teachers | - | - | 5,066.3 | 22.0 |

As one may observe from the above chart, the average teacher-load decreases dramatically for elementary schools upon inclusion of teacher aides and assistants in the total. Teacher aides and assistants provide valuable services to professional teachers in reducing their overall work-loads. During 1974-75, approximately 1,110 such personnel were utilized in elementary schools. If one includes the services of art, music, physical education, and bilingual teachers in the load factor, class size is further reduced. Instructional personnel for these special programs in elementary schools have been increased substantially during the past few years.

* Additional information pertaining to this area may be found in the following documents issued on an annual basis by the Administrative Research Office: Elementary Class Size: October, 1974 and Secondary Class Size: October, 1974.

** Two aides or assistants equals one teacher.

Trend-wide, over the past few years, the elementary professional classroom teacher-pupil ratio in the school system has remained nearly constant (if one excludes the services of such specialists as art, music, physical education, and bilingual teachers, and if one discounts the growing use of teacher aides and assistants). The following chart depicts this trend:

ELEMENTARY PROFESSIONAL TEACHER-PUPIL RATIOS*

| | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 |
|---|---|---|---|---|---|---|
| Teacher-Pupil Ratio | 30.2 | 29.5 | 31.1 | 31.3 | 30.8 | 30.5 |
| Percent of Classes with 25 or Fewer Pupils | 9.4% | 13.0% | 5.6% | 4.2% | 5.0% | 7.7% |
| Percent of Classes with a Range of 26-35 Pupils | 87.3 | 82.6 | 87.1 | 88.8 | 88.0 | 85.2 |
| Percent of Classes with 36 or More Pupils** | 3.3 | 4.4 | 7.3 | 7.0 | 7.0 | 7.1 |

* Classes by homeroom, excluding exceptional child education.

** Larger classes feature the use of aides in conjunction with the professional classroom teacher. The above display involves regular classroom teachers and excludes the services of aides/assistants and resource teachers.

Upon viewing elementary class size trends by grade levels, it should be noted that the average class size of 1-3 classes has decreased slightly over the three year period, while those for kindergarten and 4-6 have remained stable.

ELEMENTARY CLASS SIZE, OCTOBER EACH YEAR
1972-73, 1973-74, 1974-75*

| | Kindergarten | | Grade 1-3 | | Grade 4-6 | |
|---|---|---|---|---|---|---|
| Year | No. Classes | Avg. | No. Classes | Avg. | No. Classes | Avg. |
| 1972-73 | 449 | 24.6 | 1,736 | 30.3 | 1,767 | 32.0 |
| 1973-74 | 445 | 25.9 | 1,748 | 29.0 | 1,803 | 32.4 |
| 1974-75 | 501 | 24.9 | 1,722 | 28.9 | 1,868 | 32.0 |

* Excludes combination classes

Secondary school class sizes for 1974-75 are as follows (excluding classes for exceptional pupils):

| Type Classes | Junior High Schools | | | Senior High Schools | | |
|---|---|---|---|---|---|---|
| | Classes | Pupils | Load | Classes | Pupils | Load |
| All Classes | 11,530 | 325,787 | 28.3 | 11,903 | 314,376 | 26.4 |
| Vocational/ Technical Classes | 878 | 16,109 | 18.3 | 1,676 | 31,920 | 19.0 |
| Art, Music, Health/Physical Education Classes | 2,001 | 75,505 | 37.7 | 1,523 | 51,894 | 34.1 |
| All Classes excluding Vocational, Art, Music, and Health/Physical Education | 8,651 | 234,173 | 27.1 | 8,704 | 230,562 | 26.5 |

(Professional classroom teacher-pupil ratio as of October, 1974; includes federal programs.)

Trend-wise, class size for junior high schools has decreased slightly during the past few years with senior high class size remaining nearly constant.

AVERAGE PROFESSIONAL TEACHER-PUPIL RATIOS FOR SELECTED SECONDARY SCHOOL CLASSES: 1969-1974 *

| | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 |
|---|---|---|---|---|---|---|
| Junior High Teacher-Pupil Ratio | 27.5 | 26.2 | 26.7 | 27.6 | 27.3 | 26.8 |
| Senior High Teacher-Pupil Ratio | 25.4 | 24.8 | 25.3 | 26.0 | 25.8 | 25.7 |
| Percent of All Secondary Classes with 25 or Fewer Pupils | 36.4% | 43.7% | 40.7% | 35.9% | 37.9% | 39.8% |
| Percent of All Secondary Classes with a Range of 26-35 Pupils | 60.7 | 53.5 | 56.0 | 59.1 | 57.4 | 55.4 |
| Percent of Classes with 36 or More Pupils | 2.9 | 2.8 | 3.3 | 5.0 | 4.7 | 4.8 |

* Classes by subject, excluding exceptional child education, ITV, health education, physical education, music, cooperative business education, and non-credit classes such as study hall.

Finally, one may attempt to compare average class size within Dade County to that of other districts, the state of Florida itself, and the nation. This comparison must be approached very cautiously since class size is dependent not only on the wealth of a district/state and the degree to which citizens are willing to tax themselves to support education but also on needs for programming. Exceptional child and vocational classes typically feature lower teacher-pupil ratios and the need for such programming is not the same in different districts. Given these qualifications, the professional teacher-pupil ratio in Dade County (excluding teacher aides and assistants) was slightly above the national average, the average for Florida, and for that of the Southeast for 1973-74:

COMPARISON OF PROFESSIONAL CLASSROOM TEACHER-PUPIL RATIOS: 1973-74
(K-12 SCHOOLS)

| | Enrollment, October, 1973 | Total Teachers | Teacher/Pupil Ratio |
|---|---|---|---|
| Dade County* | 244,565 | 10,318 | 23.7 |
| Florida | 1,537,952 | 67,532 | 22.8 |
| Alabama | 770,739 | 34,234 | 22.5 |
| Georgia | 1,085,881 | 45,375 | 23.9 |
| Louisiana | 842,152 | 41,884 | 20.1 |
| Mississippi | 519,786 | 23,472 | 22.1 |
| North Carolina | 1,173,415 | 51,277 | 22.9 |
| South Carolina | 626,914 | 26,960 | 23.3 |
| Tennessee | 902,704 | 37,150 | 24.3 |
| Virginia | 1,085,295 | 51,761 | 21.0 |
| SOUTHEAST | 8,544,838 | 379,645 | 22.5 |
| UNITED STATES | 45,408,805 | 2,125,094 | 21.4 |

* Equivalent information for October, 1974:

| Enrollment | Teachers | T/P Ratio |
|---|---|---|
| 246,739 | 11,129 | 22.2 |

(Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1973, U.S. Office of Education.)

The major constraint, of course, to reducing class size within the Dade County School System is money. Even a reduction of one pupil per teacher in the present system staffing ratios for all schools would result in increased appropriations of well over $5 million. The major factor, however, which prohibits a reduction in class size at the present time involves the availability of classrooms to accomodate reduced classes. At the present time, of the system's 231 regular school plants, only 46 or 20% are being under utilized. Of these, 43 are elementary schools which are located in areas of the county in which population has begun to decline or shift to other locations. Most secondary schools in the county

are, of course, on a ten-hour day. A reduction in class size is not, in fact, possible to any degree where school facilities are not available.

Until school construction within the system can adequately catch up to classroom needs, dicussions about reduced class size, even if operating funds were available, are in the main academic.

## OVERCROWDING IN SCHOOLS *

Overcrowding in schools was also mentioned as a major problem area by most groups.

Unquestionably, this represents a significant problem for the school system as a whole. It is not a problem, however, for many schools within the system. As one can observe from a review of the following chart, the problem is mainly confined to secondary schools and to elementary schools in high growth areas. In fact, most elementary schools, 130 out of 172, are either being normally utilized or have student membership below their capacity.

### ANALYSIS OF SCHOOL OVERCROWDING - 1974-75

| | Current Program Capacity | First Month Membership | Student Stations Excess (Deficit) | Number of Schools: Utilized More Than 100%** | Utilized Less Than 90%**+ | Normally Utilized 90% - 110% |
|---|---|---|---|---|---|---|
| Elem: | | | | | | |
| NE Area | 14,250 | 12,874 | 1,376 | - | 9 | 13 |
| NW Area | 22,530 | 22,065 | 465 | 5 | 7 | 17 |
| NC Area | 23,020 | 22,028 | 992 | 7 | 12 | 13 |
| SC Area | 23,385 | 23,275 | 110 | 11 | 11 | 12 |
| SW Area | 21,835 | 23,100 | (1,265) | 8 | 1 | 19 |
| S Area | 20,430 | 22,452 | (2,022) | 11 | 3 | 13 |
| | 125,450 | 125,794 | ( 344) | 42 | 43 | 87 |
| Jr. High: | | | | | | |
| NE Area | 6,888 | 7,308 | ( 420) | 2 | - | 4 |
| NW Area | 7,700 | 10,401 | (2,701) | 3 | - | 3 |
| NC Area | 7,332 | 7,749 | ( 417) | 2 | - | 4 |
| SC Area | 11,350 | 12,638 | (1,288) | 5 | 2 | 3 |
| SW Area | 7,135 | 12,227 | (5,092) | 6 | - | - |
| S Area | 5,562 | 9,620 | (4,058) | 5 | - | - |
| | 45,967 | 59,943 | (13,976) | 23 | 2 | 14 |
| Sr. High: | | | | | | |
| NE Area | 9,095 | 10,192 | (1,097) | 2 | 1 | 1 |
| NW Area | 7,634 | 10,773 | (3,139) | 2 | - | 1 |
| NC Area | 8,734 | 9,712 | ( 978) | 1 | - | 3 |
| SC Area | 7,825 | 9,611 | (1,786) | 1 | - | 2 |
| SW Area | 10,048 | 11,974 | (1,926) | 2 | - | 2 |
| S Area | 4,123 | 7,119 | (2,996) | 2 | - | - |
| | 47,459 | 59,381 | (11,922) | 10 | 1 | 9 |
| | 218,876 | 245,118 | (26,242) | 75 | 46 | 110 |

* Additional information pertaining to this topic is provided in the following document issued by the Physical Plant Planning Department: Five-Year Construction Plan for Partially Meeting Capital Requirements: 1974-79.

** Utilization is calculated as First Month Membership ÷ Current Program Capacity.

+ Classrooms not used for instructional purposes are frequently assigned to house special program administrators.

The school system presently constructs or renovates its school plants within the umbrella of a five-year construction plan. This plan includes not only the construction of regular school facilities but special purpose facilities such as exceptional child centers and area vocational centers. In the following chart, the net effect by area of capital projects which are presently budgeted is displayed. Of those projects which are presently budgeted, it is estimated that all will be completed by September of the 1977-78 school year. These projects will add 27,563 additional student stations to the 218,876 which are presently available. The five-year construction plan would add even more student stations; its implementation is subject to the availability of state funds.

## ANALYSIS OF PROJECTED STUDENT STATIONS FOR BUDGETED CAPITAL PROJECTS *

| | AREA | | | | | | Unassigned Relocatables | Total |
|---|---|---|---|---|---|---|---|---|
| | NE | NW | NC | SC | SW | S | | |
| Number of new student stations budgeted for completion by September, 1977: | | | | | | | | |
| Elementary | - | 930 | - | 930 | 930 | 2,130 | - | 4,920 |
| Junior High | - | 2,800 | - | 1,580 | 4,200 | 4,200 | - | 12,780 |
| Senior High | - | 2,600 | 1,933 | - | - | 2,600 | - | 7,133 |
| Unassigned Relocatables | - | - | - | - | - | - | 2,730 | 2,730 |
| | - | 6,330 | 1,933 | 2,510 | 5,130 | 8,930 | 2,730 | 27,563 |
| Total number of student stations projected in use in September, 1977: | | | | | | | | |
| Elementary | 14,250 | 23,460 | 23,020 | 24,315 | 22,765 | 22,560 | - | 130,370 |
| Junior High | 6,888 | 10,500 | 7,332 | 12,930 | 11,335 | 9,762 | - | 58,474 |
| Senior High | 9,095 | 10,234 | 10,667 | 7,825 | 10,048 | 6,723 | - | 54,592 |
| Unassigned Relocatables | - | - | - | - | - | - | 2,730 | 2,730 |
| | 30,233 | 44,194 | 41,019 | 45,070 | 44,148 | 39,045 | 2,730 | 246,439 |
| Projected K-12 membership in September, 1977: | | | | | | | | |
| Elementary | 12,355 | 23,980 | 21,110 | 21,065 | 23,995 | 23,800 | - | 126,305 |
| Junior High | 7,865 | 13,540 | 9,040 | 12,090 | 12,930 | 10,490 | - | 65,955 |
| Senior High | 8,930 | 8,980 | 8,470 | 10,145 | 12,530 | 7,724 | - | 56,779 |
| | 29,150 | 46,500 | 38,620 | 43,300 | 49,455 | 42,014 | - | 249,039 |
| Projected excess (deficiency) of student stations in September, 1977: | | | | | | | | |
| Elementary | 1,895 | ( 520) | 1,910 | 3,250 | (1,230) | (1,240) | - | 4,065 |
| Junior High | ( 977) | (3,040) | (1,708) | 840 | (1,595) | ( 728) | - | ( 7,208) |
| Senior High | 165 | 1,254 | 2,197 | (2,320) | (2,482) | (1,001) | - | ( 2,187) |
| Unassigned Relocatables | - | - | - | - | - | - | 2,730 | 2,730 |
| | 1,083 | (2,306) | 2,399 | 1,770 | (5,307) | (2,969) | 2,730 | ( 2,600) |

* Does not include additional student stations which will be provided by area vocational-technical centers; the number of student stations which will be included within these facilities is not available at this time.

## ACHIEVEMENT - BASIC SKILLS *

Achievement in the basic skills continues to be perceived as a major problem area for the school system. This perception, of course, is not unique to the Dade County Schools. Even a cursory examination of the planning and budgeting documents of most major school districts and of the stated objectives of state departments of education and of the United States Office of Education would demonstrate a concern for performance in this area. This school system, in fact, has publicly and repeatedly addressed itself to this problem; the foremost objective and resulting programs of the Major System Objectives are concerned with improving both individual and group performance in the basic skills.

If one attempts to obtain a comprehensive and accurate picture of the extent of this problem, the information which is presently available is not adequate. In fact, at this point in time, there is not available within the United States a test which embodies a practical working definition and assessment of functional literacy. The Florida Statewide Assessment program is attempting to define and assess certain priority reading and mathematics skills appropriate to different grade levels. Due to the difficulty of this task, progress has been slow and assessment results must still be regarded as somewhat developmental and tentative in nature. For this school system, the best and most comprehensive source of information concerning achievement in the basic skills is provided by the Countywide Assessment program. This program utilizes the Stanford Achievement Test, a nationally-standardized test published by the Harcourt, Brace Company. The Stanford test itself is highly regarded by most curriculum and testing personnel and is now in its fifth revision (1973), having been first published in 1923.

As a standardized test, however, the Stanford has its limitations. The logic of a standardized test is based upon comparing an individual pupil or a given group of pupils to some national sample. As such, then, one can never definitively determine whether or not a pupil can "really" read or compute adequately but only how well he/she performs compared to a national sample. Also, because of the very construction of a standardized or norm-referenced test, half of the population of any school or group must be both above and below grade level, if their performance is comparable to that of the national sample.

Given these limitations, an analysis of the results for the Dade County Schools would reveal that the school system is generally performing, as a whole, slightly below the national average. The average of the school system, however, is equal to or surpasses that of the national sample for mathematics in the elementary grades and for reading in the first two grades.

* Additional information in this area may be found in the following document published by the Evaluation Field Services Office in November of each year: Achievement in Dade County Public Schools, 1973-74.

DADE COUNTY PUPIL PERFORMANCE
ON THE STANFORD ACHIEVEMENT TEST FOR 1973-74 *

| | "Old" Stanford (1963) | | | "New" Stanford (1973) | | |
|---|---|---|---|---|---|---|
| | Reading | Nat. Norm | Math | Reading | Nat. Norm | Math |
| Elementary Schools | | | | | | |
| Grade One | 1.95** | 1.8 | 2.05** | 1.78 | 1.8 | 2.09** |
| Two | 2.80** | 2.8 | 3.08** | 2.67 | 2.8 | 3.11** |
| Three | 3.55 | 3.8 | 3.97** | 3.67 | 3.8 | 4.24** |
| Four | 4.30 | 4.8 | 4.92** | 4.35 | 4.8 | 5.24** |
| Five | 5.43 | 5.8 | 6.01** | 5.55 | 5.8 | 6.42** |
| Six | 6.37 | 6.8 | 7.09** | 6.58 | 6.8 | 7.41** |
| Secondary Schools | | | | | | |
| Grade Seven | 7.44 | 7.8 | 7.56 | 39.08 | 50%ile | 43.18 |
| Eight | 8.38 | 8.8 | 8.53 | 40.74 | 50 | 43.92 |
| Nine | 9.09 | 9.8 | 9.19 | 42.99 | 50 | 43.95 |
| Ten | 9.94 | 10.8 | 9.32 | 44.77 | 50 | 47.04 |
| Eleven | 11.44 | 11.8 | 10.99 | 43.76 | 50 | 49.99 |
| Twelve | 12.27 | 12.8 | 12.00 | 41.97 | 50 | 47.88 |

* Scores are mean grade-equivalents with the exception of secondary scores on the New Stanford which are in mean percentiles.

** Denotes school system average performance at or above the national norm.

Another way to examine the performance of the system as a whole is to examine the number of pupils tested who either performed very well or very poorly. For purposes of this analysis, the arbitrary point of two grade levels above and below the national norm has been chosen as the benchmark. As one can note from the chart on the following page, there are large numbers of pupils who perform in each of the categories.

Ultimately, the problem of achievement in the basic skills can be adequately analyzed only on an individual pupil basis. For pupil performance is influenced by the quality of school programming, teaching skill, pupil ability and aspiration, and parental cooperation. The Dade County Schools has acknowledged a general dissatisfaction with performance in this area and has developed and will continue to offer countywide programs addressed to this need.

NUMBERS BY GRADE OF PUPILS SCORING TWO OR MORE YEARS ABOVE OR BELOW GRADE LEVEL FOR 1973-74 ON THE "OLD" STANFORD

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading: Total Number Tested | 6699 | 7820 | 8937 | 9723 | 9465 | 10054 | 8202 | 7938 | 8667 | 8877 | 7776 | 5517 |
| Number Scoring Two or More Years Above Grade Level | 326 | 414 | 596 | 924 | 1089 | 1585 | 1472 | 1916 | 1489 | 2264 | 2537 | 1584 |
| Number Scoring Two or More Years Below Grade Level | 156* | 32* | 669 | 1692 | 2261 | 3039 | 2481 | 2824 | 3733 | 3762 | 3034 | 2212 |
| Math: Total Number Tested | 6798 | 7797 | 8940 | 9704 | 9458 | 10043 | 8189 | 7926 | 8641 | 8893 | 7787 | 5518 |
| Number Scoring Two or More Years Above Grade Level | 113 | 228 | 785 | 1246 | 1051 | 1953 | 1459 | 1685 | 2081 | 2494 | 2360 | 1633 |
| Number Scoring Two or More Years Below Grade Level | 106* | 106** | 273 | 676 | 855 | 1310 | 1931 | 2722 | 3608 | 4177 | 3582 | 2385 |

* Number attaining a score of 1.0, the lowest possible grade.

** Number attaining a score of 1.2, the lowest grade attained in grade two math.

## DESIGN OF THE SURVEY

The purposes of the Needs Assessment Survey were twofold. In addition to providing another source of information for the School Board and the administration for use in the budgetary decisionmaking process, the Dade County Public School System is required by law to prepare annually a five-year comprehensive educational plan which must include an assessment of the system's priority needs and a program of action for meeting the identified needs. Of the several steps involved in the needs assessment process, one of the most important is that of gathering the opinions of informed and involved persons regarding problems facing the school system, possible solutions to problems, and priorities among educational programs. This report will become a part of the Needs Assessment section of the District Comprehensive Educational Plan: Fiscal Years 1975-80.

Specifically, the Needs Assessment Survey was designed to collect information from seven groups of respondents regarding the following four areas:

- Priorities as to the relative seriousness of fifteen identified possible problems facing the Dade County Public Schools, with an open-ended question to detect any other important problems.
- Priorities as to the importance of seventeen broad program areas.
- Perceptions as to the degree of importance of thirty-four possible solutions to problems, with an open-ended question to collect other recommendations for solutions.
- Priorities for funding for six areas of capital construction needs, with a question to elicit responses as to the desirability of strict adherence to a priority listing of means of meeting construction needs.

The respondent groups were:

- County/Area/School Advisory Committee Members, including The County Comprehensive Planning Advisory Committee, the six Area Advisory Committees and the seventy school advisory committees associated with the Rockefeller project.
- Other Participating Community or School Related Groups, including The Dade County PTA Executive Board, the Education Committee of The League of Women Voters, The Human Resources Committee of the Greater Miami Chamber of Commerce, the General Vocational/Adult Advisory Committee and the chairperson of each Vocational/Adult Education Craft Advisory Committee.

- Secondary School Principals/Assistant Principals, including administrators of special centers, adult center principals and community school coordinators.

- Elementary School Principals/Assistant Principals/Administrative Assistants.

- Secondary School Teachers, including counselors, media specialists, department chairmen and other school-location professional staff members, as well as those classified as secondary teachers on special assignment or visiting teachers. Also included those full-time adult education teachers whose assignment is secondary or post-secondary.

- Elementary School Teachers, including school-location professional personnel as well as those classified as elementary teachers on special assignment or visiting teachers. Also included any full-time adult education teacher whose assignment involves primarily elementary adult basic courses.

- County/Area Administrators, including all area and county administrators associated with or involved in the instructional aspects of the school system such as directors, supervisors, coordinators, consultants, project managers, psychologists, and specialists, including vocational and adult education administrators.

Construction of the Survey Instrument. Educational needs assessment surveys are conducted from time to time throughout this state and the nation. The most publicized is the annual Gallup Poll which surveys opinions as to the perception of problems, possible solutions to problems and other educational priorities on a nationwide basis.* In order for the results of a survey to be useful for local decisionmaking, however, the results must be interpretable in terms of the needs of a particular school district. Hence, an instrument was constructed for this survey which involved those issues relevant to the Dade County Schools and was designed in such a manner as to cause respondents to view problems and programs in their proper perspective to others, so that choices were clear and so that priorities could be enumerated. (See page 54, The Survey Instrument.)

Problems and possible solutions were identified through several means which included a review of previously conducted similar surveys, an analysis of problems and recommendations for solutions submitted by advisory committees, and from the experience and knowledge of school system program managers and other administrators. A preliminary listing was prepared and refined through administrative review and through administering an early draft of the instrument to a pilot group made up of advisory committee members. The broad program areas prioritized were selected through the same process.

* Kappan, "Sixth Annual Gallup Poll of Public Attitude Toward Education", September, 1974.

Administration of the Survey Instrument. The survey instruments were distributed through designated contact persons with written instructions for responding to the form and for returning it. Responses were voluntary and anonymous. Approximately one-month was allowed between distribution and collection of the forms.

Analysis of the Data. The responses were analyzed by standard methods, utilizing electronic data processing techniques, except for responses to two open-ended questions which were analyzed more subjectively.

For those sections of the survey in which respondents were asked to rank order a list of items, e.g., Problems, Broad Program Areas and Construction Needs, mean rankings were computed and the items were then ranked according to these means for each group and for the composite of all of the respondent groups.

The section in which respondents were asked to respond to the degree of importance of selected solutions to problems on a five-point scale was treated slightly differently. Instead of reporting mean rankings, as in the other categories, a derived ranking is reported, based upon the means of the collective responses to the five possible choices to each item.

For each of the four sections (Program Areas, Problems, Solutions to Problems and Construction Needs), a comparative ranking chart is presented. An individual chart for each of the groups depicts the rank order of the items as reported by that group, as well as a partial distribution of responses reported in percents, for the Problems, Program Areas, and Construction Needs sections.

The top five problems, as determined from the responses of the composite group, were identified. The Planning Department researched these top five problems and compiled related data in order to demonstrate the magnitude and depth of the problems in the Dade County schools.

Responses to two open-ended questions were also analyzed. Respondents were asked to enumerate any additional problems not included in the list of fifteen problems presented. They were also asked to augment the list of possible solutions to problems by suggesting additional solutions and stating their degree of importance, e.g., critical, very important etc., These responses were compiled subjectively. Those written responses dealing with items already addressed in the survey instrument were eliminated. The report of these analyses is included in the Overview of Findings section of the report.

Limitations of the Study. Since the survey involved only the above selected groups of informed and involved respondents, it is not intended that the results accurately summarize the collective opinions or a representative sample of all the constituents of the school system.

It is also recognized that collective responses analyzed primarily by arithmetic means cannot serve as an absolute determination of priorities of needs. Such data should serve as one source of information, viewed in proper perspective along with other information, to assist in making sound educational decisions. The responsibility for decisionmaking by the administration and the School Board cannot be delegated to a survey.

EMPHASIS ON SOLUTIONS TO PROBLEMS *

Comparison of Mean Ranking by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Increased emphasis on prevention/control of student misbehavior. | 3 | 1 | 10 | 4 | 3 | 2 | 5 | 2 | 1 |
| Improve basic skills competencies by expanding reading and math programs at all levels. | 10 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 4 |
| Allocate additional personnel to schools to assure appropriate pupil-teacher ratios. | 5 | 3 | 4 | 6 | 11 | 8 | 1 | 5 | 2 |
| Increase emphasis on attracting, hiring, retaining "good" teachers. | 6 | 4 | 2 | 2 | 2 | 5 | 4 | 3 | 6 |
| Maintain a balance in the curriculum by increasing emphasis on basic education such as math, science, social studies, language arts. | 27 | 5 | 3 | 3 | 8 | 6 | 3 | 4 | 8 |
| Relieve overcrowding in schools by constructing additional schools. | 18 | 6 | 5 | 8 | 6 | 3 | 9 | 6 | 5 |
| Improve maintenance and repairs on existing schools. | 19 | 7 | 6 | 7 | 7 | 4 | 6 | 7 | 11 |
| Improve student achievement by providing more assistance for teachers. | 11 | 8 | 13 | 11 | 17 | 15 | 7 | 12 | 3 |
| Insure that every student is given the opportunity to develop saleable vocational skills. | 13 | 9 | 7 | 9 | 5 | 7 | 12 | 8 | 10 |

* Respondents rated their perceptions as to the importance of 34 possible solutions to problems. The 34 solutions were then ranked by the mean of the responses so that the most favored was given a rank of 1.

Comparison of Mean Ranking by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Increase availability of quality instructional materials/equipment/media. | 4 | 10 | 12 | 12 | 16 | 13 | 16 | 9 | 9 |
| Improve mastery of the basic skills through expanding implementation of individualized programs. | 9 | 11 | 9 | 5 | 4 | 9 | 8 | 10 | 13 |
| Insure that all non-English speaking pupils master basic communication skills in English by expanding and improving the ESOL program. | 15 | 12 | 8 | 10 | 13 | 11 | 14 | 11 | 12 |
| Expand and improve the program for identification, placement and instruction of special education students. | 24 | 13 | 14 | 13 | 10 | 19 | 10 | 15 | 7 |
| Expand security services. | 20 | 14 | 21 | 18 | 19 | 14 | 20 | 14 | 14 |
| Increase competencies of management. | 31 | 15 | 16 | 15 | 9 | 10 | 15 | 13 | 17 |
| Provide additional curriculum/instructional support services to teachers. | 2 | 16 | 15 | 17 | 14 | 16 | 13 | 16 | 15 |
| Provide for needs of the economically and culturally disadvantaged by expanding local compensatory education programs. | 25 | 17 | 19 | 19 | 20 | 24 | 21 | 20 | 16 |
| Increase decisionmaking at the school level by providing for more discretionary use of resources. | 12 | 18 | 18 | 20 | 25 | 12 | 11 | 19 | 19 |

Comparison of Mean Ranking by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Raise competency level of teachers by improving the Staff Development program. | 1 | 19 | 11 | 14 | 12 | 18 | 18 | 25 | 22 |
| Improve program decision-making by providing more indepth evaluations of specific programs. | 28 | 20 | 20 | 28 | 15 | 17 | 19 | 23 | 20 |
| Increase opportunities for job training or retraining for adults. | 33 | 21 | 26 | 21 | 21 | 22 | 22 | 18 | 25 |
| Respond to societal problems (drug abuse, alcoholism, etc.) by expanding the Comprehensive Health Education program. | 17 | 22 | 22 | 16 | 27 | 27 | 24 | 21 | 21 |
| Increase the dissemination of occupational and vocational education information. | 34 | 23 | 25 | 24 | 22 | 20 | 26 | 17 | 27 |
| Expand the Elementary Counseling program. | 7 | 24 | 23 | 22 | 24 | 28 | 17 | 28 | 18 |
| Expand the Career Awareness Career Exploratory programs at elementary/ junior high levels. | 29 | 25 | 24 | 23 | 18 | 23 | 23 | 26 | 24 |
| Expand and improve adult basic and adult vocational programs. | 23 | 26 | 28 | 25 | 23 | 21 | 25 | 24 | 28 |
| Improve and expand placement and follow-up services. | 14 | 27 | 30 | 27 | 26 | 29 | 30 | 27 | 26 |

Comparison of Mean Ranking by Groups

| Item | Item No. | Composite All Groups | Advisory Committees | Other Community Groups | County/Area Administrators | Sec. Principals/ Assistants | Elem. Principals/ Assistants | Secondary Teachers | Elementary Teachers |
|---|---|---|---|---|---|---|---|---|---|
| Maintain a balance in the curriculum by expanding art, music and other electives in the elementary schools. | 26 | 28 | 31 | 30 | 31 | 32 | 33 | 29 | 23 |
| Increase emphasis on consumer education. | 32 | 29 | 29 | 31 | 28 | 25 | 28 | 22 | 30 |
| Continue to expand the Community School program. | 22 | 30 | 27 | 29 | 32 | 31 | 27 | 31 | 29 |
| Increase participation of the community through an improved or expanded community advisory committee structure. | 21 | 31 | 17 | 26 | 30 | 30 | 32 | 30 | 31 |
| Develop a program of educational options. | 30 | 32 | 33 | 33 | 29 | 26 | 31 | 32 | 32 |
| Insure that all non-Spanish speaking pupils are given the voluntary opportunity to learn to speak and write Spanish. | 16 | 33 | 32 | 32 | 33 | 33 | 29 | 33 | 33 |
| Expand implementation of the elementary Quinmester curriculum. | 8 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 |

ANALYSES OF ITEMS FOR EACH RESPONDENT GROUP AND
COMPOSITE OF ALL GROUPS FOR
PROBLEMS, PROGRAM AREAS AND CAPITAL CONSTRUCTION NEEDS

## PROBLEMS *
## COMPOSITE OF ALL CATEGORIES

Number Responding 9,837

Number who are parents of students in DCPS 3,000

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Discipline | 1 | 4.10 | 28.0 | 73 | 8 | 99.4 |
| 2 | Severe/Repeated Misbehavior | 2 | 4.75 | 12.0 | 68 | 8 | 99.2 |
| 3 | Class Size | 4 | 5.14 | 14.4 | 63 | 11 | 99.2 |
| 4 | Overcrowded Schools | 3 | 5.57 | 10.9 | 58 | 13 | 99.0 |
| 5 | Achievement/Basic Skills | 11 | 5.96 | 11.2 | 50 | 13 | 90.0 |
| 6 | Special Needs of Students | 9 | 6.58 | 6.9 | 42 | 16 | 98.8 |
| 7 | Finances-Operating | 7 | 8.02 | 5.8 | 28 | 29 | 98.6 |
| 8 | Curriculum Adapt-ability | 10 | 8.58 | 2.3 | 22 | 34 | 98.5 |
| 9 | Public Attitude | 14 | 9.05 | 2.3 | 21 | 39 | 98.8 |
| 10 | Curriculum Balance | 15 | 9.29 | 1.1 | 17 | 40 | 98.7 |
| 11 | Finances-Capital | 6 | 9.57 | 1.5 | 17 | 46 | 98.5 |
| 12 | Competency of Teachers | 12 | 9.74 | 2.3 | 19 | 48 | 98.6 |
| 13 | Substance Abuse | 5 | 10.40 | 1.1 | 13 | 56 | 98.4 |
| 14 | Integration | 8 | 11.29 | 1.3 | 9 | 67 | 98.2 |
| 15 | Racial/Ethnic Discrimination | 13 | 11.36 | .9 | 8 | 68 | 98.5 |

*Most serious problem ranked as number 1.

PROBLEMS*
COUNTY, AREA, SCHOOL ADVISORY COMMITTEE MEMBERS

Number
Responding 478

Number who are parents
of students in DCPS 386

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Achievement/Basic Skills | 11 | 5.23 | 18.7 | 60 | 12 | 97.5 |
| 2 | General Discipline | 1 | 5.76 | 18.1 | 54 | 17 | 98.1 |
| 3 | Overcrowded Schools | 3 | 5.88 | 11.9 | 53 | 15 | 96.7 |
| 4 | Class Size | 4 | 6.15 | 8.9 | 49 | 16 | 96.7 |
| 5 | Special Needs of Students | 9 | 6.36 | 8.2 | 44 | 13 | 97.5 |
| 6 | Severe/Repeated Misbehavior | 2 | 6.75 | 4.3 | 42 | 18 | 97.9 |
| 7 | Competency of Teachers | 12 | 7.39 | 7.9 | 43 | 30 | 97.5 |
| 8 | Finances-Operating | 7 | 7.74 | 7.6 | 29 | 30 | 96.4 |
| 9 | Curriculum Adaptability | 10 | 8.02 | 3.9 | 28 | 31 | 96.7 |
| 10 | Finances-Capital | 6 | 8.62 | 2.2 | 26 | 39 | 96.7 |
| 11 | Curriculum Balance | 15 | 8.98 | 2.8 | 23 | 39 | 97.3 |
| 12 | Substance Abuse | 5 | 9.76 | 3.5 | 20 | 52 | 96.9 |
| 13 | Public Attitude | 14 | 9.94 | 1.7 | 17 | 50 | 96.9 |
| 14 | Racial/Ethnic Discrimination | 13 | 11.13 | 2.0 | 10 | 64 | 96.4 |
| 15 | Integration | 8 | 11.24 | 2.2 | 11 | 67 | 96.4 |

*Most serious problem ranked as number 1.

PROBLEMS*
OTHER COMMUNITY OR SCHOOL RELATED GROUPS

Number
Responding 267

Number who are parents
of students in DCPS 151

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Discipline | 1 | 4.71 | 24.9 | 64 | 8 | 99.3 |
| 2 | Overcrowded Schools | 3 | 5.85 | 14.8 | 55 | 15 | 98.5 |
| 3 | Achievement/Basic Skills | 11 | 5.90 | 12.2 | 51 | 15 | 98.9 |
| 4 | Class Size | 4 | 5.94 | 8.3 | 54 | 16 | 99.3 |
| 5 | Severe/Repeated Misbehavior | 2 | 6.05 | 7.2 | 52 | 15 | 98.5 |
| 6 | Special Needs of Students | 9 | 6.88 | 7.2 | 41 | 23 | 98.9 |
| 7 | Competency of Teachers | 12 | 7.76 | 4.2 | 37 | 32 | 98.5 |
| 8 | Finances-Operating | 7 | 8.11 | 5.4 | 28 | 29 | 97.4 |
| 9 | Curriculum Adaptability | 10 | 8.83 | 2.7 | 19 | 35 | 98.5 |
| 10 | Curriculum Balance | 15 | 9.10 | 1.9 | 18 | 38 | 98.1 |
| 11 | Finances-Capital | 6 | 9.18 | 3.1 | 22 | 45 | 97.8 |
| 12 | Substance Abuse | 5 | 9.49 | 3.4 | 21 | 48 | 98.1 |
| 13 | Public Attitude | 14 | 9.59 | 1.1 | 19 | 47 | 98.5 |
| 14 | Racial/Ethnic Discrimination | 13 | 11.01 | 1.9 | 13 | 66 | 98.5 |
| 15 | Integration | 8 | 11.22 | 1.9 | 11 | 64 | 97.8 |

*Most serious problem ranked as number 1.

PROBLEMS*
COUNTY/AREA ADMINISTRATORS

Number Responding 208

Number who are parents of students in DCPS 86

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Discipline | 1 | 5.51 | 16.9 | 57 | 14 | 99.5 |
| 2 | Special Needs of Students | 9 | 5.86 | 11.5 | 50 | 12 | 100.0 |
| 3 | Achievement/Basic Skills | 11 | 6.29 | 12.0 | 49 | 16 | 100.0 |
| 4 | Overcrowded Schools | 3 | 6.33 | 9.1 | 48 | 16 | 100.0 |
| 5 | Severe/Repeated Misbehavior | 2 | 6.44 | 6.3 | 45 | 15 | 100.0 |
| 6 | Finances-Operating | 7 | 6.52 | 16.3 | 41 | 20 | 100.0 |
| 7 | Curriculum Adapt-ability | 10 | 7.06 | 6.3 | 38 | 22 | 100.0 |
| 8 | Class Size | 4 | 7.43 | 6.7 | 37 | 25 | 100.0 |
| 9 | Competency of Teachers | 12 | 7.58 | 2.9 | 37 | 30 | 100.0 |
| 10 | Finances-Capital Construction | 6 | 8.53 | 2.9 | 27 | 34 | 100.0 |
| 11 | Public Attitude | 14 | 8.68 | 3.4 | 27 | 37 | 100.0 |
| 12 | Curriculum Balance | 15 | 8.90 | 3.4 | 26 | 40 | 100.0 |
| 13 | Racial/Ethnic Discrimination | 13 | 11.30 | 1.0 | 8 | 68 | 100.0 |
| 14 | Substance Abuse | 5 | 11.33 | 1.4 | 8 | 71 | 99.5 |
| 15 | Integration | 8 | 11.94 | 2.0 | 4 | 76 | 98.6 |

*Most serious problem assigned a rank of 1.

## PROBLEMS
## SECONDARY PRINCIPALS/ASSISTANTS

Number
Responding 228

Number who are parents
of students in DCPS 97

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Severe/Repeated Misbehavior | 2 | 4.53 | 19.7 | 67 | 8 | 100.0 |
| 2 | General Discipline | 1 | 4.64 | 21.9 | 67 | 9 | 100.0 |
| 3 | Achievement/Basic Skills | 11 | 5.86 | 9.6 | 50 | 9 | 100.0 |
| 4 | Overcrowded Schools | 3 | 6.10 | 14.1 | 51 | 17 | 99.6 |
| 5 | Special Needs of Students | 9 | 6.39 | 8.8 | 44 | 17 | 100.0 |
| 6 | Class Size | 4 | 7.39 | 3.9 | 35 | 23 | 100.0 |
| 7 | Finances-Operating | 7 | 7.60 | 4.4 | 34 | 25 | 100.0 |
| 8 | Curriculum Adaptability | 10 | 7.64 | 3.5 | 32 | 29 | 99.6 |
| 9 | Finances-Capital | 6 | 8.31 | 2.6 | 27 | 36 | 100.0 |
| 10 | Public Attitude | 14 | 8.64 | 4.8 | 27 | 38 | 100.0 |
| 11 | Competency of Teachers | 12 | 8.85 | 3.9 | 25 | 36 | 100.0 |
| 12 | Curriculum Balance | 15 | 9.39 | 1.8 | 18 | 43 | 100.0 |
| 13 | Substance Abuse | 5 | 11.13 | .9 | 10 | 67 | 99.6 |
| 14 | Integration | 8 | 11.38 | 1.3 | 10 | 66 | 99.6 |
| 15 | Racial/Ethnic Discrimination | 13 | 11.54 | 0.0 | 9 | 73 | 100.0 |

*Most serious problem ranked as number 1.

## PROBLEMS*
## ELEMENTARY PRINCIPALS/ASSISTANTS

Number Responding 287

Number who are parents of students in DCPS 97

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Severe/Repeated Misbehavior | 2 | 5.53 | 9.1 | 56 | 11 | 99.7 |
| 2 | Achievement/Basic Skills | 11 | 5.63 | 14.3 | 55 | 11 | 99.7 |
| 3 | General Discipline | 1 | 5.76 | 16.1 | 51 | 15 | 99.3 |
| 4 | Special Needs of Students | 9 | 5.77 | 10.5 | 53 | 12 | 99.3 |
| 5 | Class Size | 4 | 6.11 | 12.9 | 51 | 19 | 99.7 |
| 6 | Overcrowded Schools | 3 | 7.10 | 6.7 | 41 | 24 | 99.3 |
| 7 | Finances-Operating | 7 | 7.34 | 11.2 | 36 | 23 | 99.7 |
| 8 | Curriculum Adaptability | 10 | 7.73 | 4.6 | 31 | 28 | 99.0 |
| 9 | Curriculum Balance | 15 | 7.96 | 1.8 | 27 | 28 | 99.3 |
| 10 | Public Attitude | 14 | 8.00 | 3.5 | 30 | 29 | 99.7 |
| 11 | Competency of Teachers | 12 | 8.12 | 4.2 | 29 | 30 | 99.7 |
| 12 | Finances-Capital | 6 | 8.60 | 4.9 | 22 | 35 | 99.7 |
| 13 | Integration | 8 | 11.73 | 0 | 7 | 72 | 99.3 |
| 14 | Racial/Ethnic Discrimination | 13 | 11.84 | 1.4 | 6 | 77 | 99.7 |
| 15 | Substance Abuse | 5 | 12.24 | 0 | 4 | 78 | 99.3 |

*Most serious problem ranked as number 1.

## PROBLEMS *
## SECONDARY SCHOOL TEACHERS

Number Responding 4,094

Number who are parents of students in DCPS 1,083

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Discipline | 1 | 4.01 | 28.9 | 74 | 7 | 99.4 |
| 2 | Severe/Repeated Misbehavior | 2 | 4.47 | 14.3 | 71 | 7 | 99.3 |
| 3 | Overcrowded Schools | 3 | 5.49 | 13.8 | 58 | 12 | 99.1 |
| 4 | Achievement/Basic Skills | 11 | 5.65 | 13.7 | 54 | 12 | 99.1 |
| 5 | Class Size | 4 | 5.82 | 6.7 | 54 | 13 | 99.2 |
| 6 | Special Needs of Students | 9 | 6.96 | 6.0 | 37 | 19 | 98.8 |
| 7 | Finances-Operating | 7 | 7.90 | 6.3 | 29 | 29 | 98.7 |
| 8 | Curriculum Adaptability | 10 | 8.67 | 2.5 | 23 | 37 | 98.6 |
| 9 | Public Attitude | 14 | 9.05 | 2.4 | 22 | 40 | 98.9 |
| 10 | Finances- Capital | 6 | 9.38 | 1.5 | 18 | 43 | 98.6 |
| 11 | Substance Abuse | 5 | 9.65 | 1.0 | 16 | 46 | 98.6 |
| 12 | Curriculum Balance | 15 | 9.67 | .8 | 14 | 44 | 98.7 |
| 13 | Competency of Teachers | 12 | 10.10 | 1.5 | 16 | 52 | 98.6 |
| 14 | Integration | 8 | 11.20 | 1.4 | 10 | 66 | 98.3 |
| 15 | Racial/Ethnic Discrimination | 13 | 11.35 | .8 | 8 | 68 | 98.5 |

*Most serious problem ranked as number 1.

## PROBLEMS *
## ELEMENTARY SCHOOL TEACHERS

Number Responding 4,132

Number who are parents of students in DCPS 1,044

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Discipline | 1 | 3.77 | 29.7 | 77 | 6 | 99.6 |
| 2 | Class Size | 4 | 4.01 | 24.1 | 76 | 6 | 99.5 |
| 3 | Severe/Repeated Misbehavior | 2 | 4.55 | 11.0 | 70 | 6 | 99.3 |
| 4 | Overcrowded Schools | 3 | 5.41 | 8.0 | 61 | 11 | 99.1 |
| 5 | Special Need of Students | 9 | 6.32 | 7.0 | 45 | 13 | 99.1 |
| 6 | Achievement/Basic Skills | 11 | 6.33 | 7.8 | 44 | 13 | 99.2 |
| 7 | Finances-Operating | 7 | 8.29 | 4.3 | 26 | 31 | 98.9 |
| 8 | Curriculum Adaptability | 10 | 8.73 | 1.5 | 19 | 33 | 98.6 |
| 9 | Public Attitude | 14 | 9.03 | 2.1 | 21 | 38 | 98.9 |
| 10 | Curriculum Balance | 15 | 9.08 | .9 | 17 | 36 | 98.8 |
| 11 | Competency of Teachers | 12 | 10.05 | 2.1 | 15 | 50 | 98.6 |
| 12 | Finances-Capital | 6 | 10.10 | .8 | 12 | 51 | 98.7 |
| 13 | Substance Abuse | 5 | 11.19 | .9 | 8 | 63 | 98.6 |
| 14 | Integration | 8 | 11.35 | 1.0 | 9 | 68 | 98.3 |
| 15 | Racial/Ethnic Discrimination | 13 | 11.41 | .6 | 7 | 69 | 98.5 |

*Most serious problem ranked as number 1.

## PRIORITIES OF PROGRAM AREAS*
## COMPOSITE OF ALL CATEGORIES

Number Responding 9,837

Number who are parents of students in DCPS 3,000

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 3.99 | 27.6 | 76 | 4 | 99.0 |
| 2 | Basic Skills | 5 | 5.15 | 17.2 | 63 | 7 | 98.9 |
| 3 | Attitudes/Values | 7 | 5.70 | 11.2 | 57 | 7 | 98.8 |
| 4 | Effective Citizenship | 10 | 6.20 | 9.0 | 52 | 10 | 98.6 |
| 5 | Prevention/Treatment Misbehavior | 17 | 6.47 | 15.1 | 50 | 14 | 98.7 |
| 6 | Saleable Voc. Skills | 3 | 6.85 | 5.8 | 46 | 13 | 98.7 |
| 7 | College Preparation | 2 | 9.38 | 1.8 | 26 | 30 | 98.3 |
| 8 | Career Education (Elem., Jr. High) | 16 | 9.39 | 2.2 | 22 | 28 | 98.3 |
| 9 | Exceptional Child Education | 11 | 9.41 | 3.2 | 21 | 28 | 98.1 |
| 10 | Physical/Health Education | 4 | 9.78 | 1.2 | 16 | 27 | 98.1 |
| 11 | Compensatory Education (Local) | 12 | 9.79 | 2.1 | 19 | 31 | 98.4 |
| 12 | Family Living/Consumer Education | 15 | 10.32 | 1.0 | 14 | 35 | 98.3 |
| 13 | Environmental Education | 8 | 10.58 | .6 | 12 | 36 | 98.1 |
| 14 | Aesthetics/Fine Arts | 6 | 11.29 | 1.1 | 10 | 44 | 98.1 |
| 15 | Adult Education | 13 | 12.01 | .8 | 9 | 54 | 98.0 |
| 16 | Community Schools | 14 | 12.53 | .6 | 6 | 59 | 98.1 |
| 17 | Bilingual Education | 9 | 12.98 | 2.0 | 10 | 65 | 98.0 |

*Most important program area ranked as number 1.

PRIORITIES OF PROGRAM AREAS*
COUNTY, AREA, SCHOOL ADVISORY COMMITTEE MEMBERS

Number Responding 478

Number who are parents of students in DCPS 386

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 3.52 | 41.6 | 80 | 3 | 97.1 |
| 2 | Basic Skills | 5 | 5.40 | 15.6 | 60 | 8 | 97.3 |
| 3 | Attitudes/Values | 7 | 6.47 | 6.7 | 49 | 11 | 96.7 |
| 4 | Effective Citizenship | 10 | 6.54 | 6.9 | 46 | 10 | 96.9 |
| 5 | Saleable Voc. Skills | 3 | 6.93 | 4.5 | 44 | 13 | 97.3 |
| 6 | College Preparation | 2 | 8.11 | 3.4 | 39 | 24 | 97.1 |
| 7 | Prevention/Treatment Misbehavior | 17 | 8.44 | 5.6 | 34 | 28 | 96.9 |
| 8 | Exceptional Child Education | 11 | 8.77 | 4.6 | 28 | 25 | 96.2 |
| 9 | Career Education (Elem., Jr. High) | 16 | 9.19 | 3.7 | 25 | 29 | 96.0 |
| 10 | Compensatory Education (Local) | 12 | 9.99 | 2.8 | 19 | 33 | 96.7 |
| 11 | Environmental Education | 8 | 10.05 | .7 | 15 | 28 | 96.2 |
| 12 | Physical/Health Education | 4 | 10.06 | 1.5 | 16 | 30 | 96.0 |
| 13 | Family Living/Consumer Education | 15 | 10.35 | .7 | 13 | 36 | 96.2 |
| 14 | Aesthetics/Fine Arts | 6 | 11.37 | .2 | 9 | 43 | 96.4 |
| 15 | Adult Education | 13 | 11.86 | .4 | 10 | 52 | 96.4 |
| 16 | Bilingual Education | 9 | 12.25 | 4.1 | 17 | 60 | 97.3 |
| 17 | Community Schools | 14 | 12.26 | .9 | 7 | 58 | 96.0 |

*Most important program area ranked as number 1.

PRIORITIES OF PROGRAM AREAS*
OTHER COMMUNITY OR SCHOOL RELATED GROUPS

Number
Responding 267

Number who are parents
of students in DCPS 151

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 3.25 | 40.4 | 82 | 3 | 97.4 |
| 2 | Basic Skills | 5 | 5.87 | 9.5 | 58 | 10 | 98.1 |
| 3 | Saleable Voc. Skills | 3 | 6.51 | 9.6 | 50 | 14 | 97.4 |
| 4 | Attitudes/Values | 7 | 6.55 | 7.7 | 48 | 9 | 97.8 |
| 5 | Effective Citizenship | 10 | 6.75 | 5.0 | 45 | 11 | 97.4 |
| 6 | Prevention/Treatment Misbehavior | 17 | 6.86 | 13.8 | 49 | 18 | 97.8 |
| 7 | Career Education (Elem., Jr. High) | 16 | 8.58 | 3.5 | 29 | 21 | 97.0 |
| 8 | College Preparation | 2 | 8.78 | 1.5 | 31 | 25 | 97.4 |
| 9 | Exceptional Child Education | 11 | 9.10 | 6.2 | 25 | 28 | 97.4 |
| 10 | Compensatory Education (Local) | 12 | 9.99 | 2.7 | 19 | 34 | 97.0 |
| 11 | Physical/Health Education | 4 | 10.16 | .4 | 11 | 28 | 97.4 |
| 12 | Family Living/Consumer Education | 15 | 10.45 | .4 | 13 | 34 | 97.0 |
| 13 | Environmental Education | 8 | 11.01 | .4 | 9 | 42 | 97.0 |
| 14 | Adult Education | 13 | 11.18 | 1.2 | 13 | 49 | 96.6 |
| 15 | Community Schools | 14 | 11.61 | .4 | 9 | 50 | 97.0 |
| 16 | Aesthetics/Fine Arts | 6 | 11.90 | .4 | 8 | 49 | 97.0 |
| 17 | Bilingual Education | 9 | 12.75 | 2.7 | 12 | 62 | 97.4 |

*Most important program area ranked as number 1.

## PRIORITIES OF PROGRAM AREAS*
## AREA/COUNTY ADMINISTRATORS

Number Responding 208

Number who are parents of students in DCPS 86

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 3.78 | 26.4 | 74 | 1 | 100.0 |
| 2 | Basic Skills | 5 | 3.86 | 24.2 | 78 | 2 | 99.5 |
| 3 | Attitudes/Values | 7 | 5.76 | 13.0 | 56 | 7 | 100.0 |
| 4 | Effective Citizenship | 10 | 5.91 | 19.0 | 56 | 9 | 99.5 |
| 5 | Saleable Voc. Skills | 3 | 6.22 | 9.7 | 50 | 11 | 99.5 |
| 6 | Prevention/Treatment Misbehavior | 17 | 7.18 | 6.3 | 39 | 12 | 99.5 |
| 7 | Exceptional Child Education | 11 | 8.32 | 6.7 | 27 | 17 | 100.0 |
| 8 | Career Education (Elem., Jr. High) | 16 | 8.78 | 2.4 | 28 | 22 | 99.5 |
| 9 | College Preparation | 2 | 9.42 | 0 | 18 | 26 | 99.5 |
| 10 | Compensatory Education (Local) | 12 | 9,90 | 1.9 | 18 | 32 | 100.0 |
| 11 | Physical/Health Education | 4 | 10.73 | .5 | 10 | 36 | 100.0 |
| 12 | Family Living/Consumer Education | 15 | 11.00 | .5 | 11 | 38 | 99.5 |
| 13 | Aesthetic/Fine Arts | 6 | 11.57 | 1.4 | 10 | 50 | 99.5 |
| 14 | Environmental Education | 8 | 11.60 | .5 | 6 | 46 | 99.5 |
| 15 | Adult Education | 13 | 11.63 | 0 | 11 | 52 | 99.0 |
| 16 | Bilingual Education | 9 | 13.01 | 1.5 | 9 | 63 | 99.0 |
| 17 | Community Schools | 14 | 13.54 | 0 | 3 | 71 | 99.5 |

*Most important program area ranked as number 1.

## PRIORITIES OF PROGRAM AREAS*
## SECONDARY PRINCIPALS/ASSISTANTS

Number Responding 228

Number who are parents of students in DCPS 97

| Rank | Item | Item # | Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 3.57 | 28.9 | 79 | 1 | 100.0 |
| 2 | Basic Skills | 5 | 4.54 | 18.4 | 67 | 3 | 100.0 |
| 3 | Attitudes/Values | 7 | 4.69 | 12.7 | 67 | 2 | 100.0 |
| 4 | Saleable Voc. Skills | 3 | 5.35 | 8.3 | 62 | 4 | 100.0 |
| 5 | Effective Citizenship | 10 | 5.56 | 11.0 | 61 | 7 | 100.0 |
| 6 | Prevention/Treatment Misbehavior | 17 | 6.82 | 12.7 | 43 | 12 | 100.0 |
| 7 | Career Education (Elem. Jr. High) | 16 | 8.30 | 1.8 | 31 | 21 | 99.6 |
| 8 | College Preparation | 2 | 9.43 | .9 | 22 | 28 | 99.1 |
| 9 | Family Living Consumer Education | 15 | 10.40 | .4 | 9 | 33 | 99.6 |
| 10 | Physical/Health Education | 4 | 10.43 | .4 | 10 | 32 | 99.6 |
| 11 | Compensatory Education (Local) | 12 | 10.52 | .4 | 11 | 36 | 99.6 |
| 12 | Exceptional Child Education | 11 | 10.93 | 1.3 | 9 | 37 | 98.2 |
| 13 | Environmental Education | 8 | 11.42 | 0 | 6 | 42 | 98.7 |
| 14 | Adult Education | 13 | 11.73 | 1.8 | 9 | 52 | 99.1 |
| 15 | Aesthetics/Fine Arts | 6 | 11.92 | 0 | 4 | 46 | 99.6 |
| 16 | Community Schools | 14 | 12.70 | 1.3 | 8 | 63 | 99.6 |
| 17 | Bilingual Education | 9 | 13.62 | .9 | 6 | 70 | 98.7 |

*Most important program area ranked as number 1.

## PRIORITIES OF PROGRAM AREAS*
## ELEMENTARY PRINCIPALS/ASSISTANTS

Number Responding 287

Number who are parents of students in DCPS 97

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | %Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Basic Skills | 5 | 3.32 | 30.9 | 83 | 1 | 99.3 |
| 2 | General Knowledge | 1 | 3.51 | 27.1 | 84 | 3 | 99.0 |
| 3 | Attitudes/Values | 7 | 4.90 | 9.8 | 68 | 3 | 99.3 |
| 4 | Effective Citizenship | 10 | 5.53 | 9.5 | 61 | 6 | 98.6 |
| 5 | Prevention/Treatment Misbehavior | 17 | 6.24 | 10.5 | 52 | 10 | 99.3 |
| 6 | Saleable Voc. Skills | 3 | 7.97 | 2.1 | 29 | 15 | 98.6 |
| 7 | Exceptional Child Education | 11 | 8.36 | 1.4 | 28 | 18 | 98.3 |
| 8 | Compensatory Education (local) | 12 | 9.44 | 3.2 | 22 | 30 | 99.3 |
| 9 | Career Education (Elem.,Jr. High) | 16 | 9.52 | 2.1 | 19 | 25 | 99.3 |
| 10 | Physical/Health Education | 4 | 9.66 | .7 | 12 | 19 | 98.6 |
| 11 | Family Living/Consumer Education | 15 | 10.95 | .4 | 9 | 39 | 99.3 |
| 12 | College Preparation | 2 | 10.99 | .7 | 12 | 41 | 99 |
| 13 | Aesthetics/Fine Arts | 6 | 11.22 | .4 | 8 | 43 | 98.3 |
| 14 | Environmental Education | 8 | 11.37 | .7 | 4 | 43 | 99.0 |
| 15 | Community Schools | 14 | 12.68 | .4 | 5 | 62 | 98.6 |
| 16 | Bilingual Education | 9 | 12.76 | 1.1 | 8 | 61 | 98.3 |
| 17 | Adult Education | 13 | 13.26* | .7 | 5 | 68 | 98.3 |

*Most important program area ranked as number 1.

## PRIORITIES OF PROGRAM AREAS*
## SECONDARY SCHOOL TEACHERS

Number
Responding 4,094

Number who are parents
of students in DCPS 1,083

| Rank | Item | Item # | Mean Rank | Ranking Item as #1 | Item in Top Five | Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 4.13 | 25.5 | 74 | 4 | 99.0 |
| 2 | Basic Skills | 5 | 5.15 | 16.4 | 62 | 6 | 99.0 |
| 3 | Saleable Voc. Skills | 3 | 5.53 | 9.1 | 60 | 7 | 99.0 |
| 4 | Attitudes/Values | 7 | 5.83 | 10.6 | 56 | 8 | 98.9 |
| 5 | Effective Citizenship | 10 | 6.14 | 9.9 | 52 | 9 | 98.9 |
| 6 | Prevention/Treatment Misbehavior | 17 | 6.89 | 15.0 | 46 | 16 | 98.9 |
| 7 | College Prepration | 2 | 8.50 | 2.2 | 31 | 23 | 98.5 |
| 8 | Career Education (Elem., Jr. High) | 16 | 8.99 | 2.8 | 25 | 26 | 98.4 |
| 9 | Family Living/Consumer Education | 15 | 9.99 | 1.1 | 15 | 30 | 98.4 |
| 10 | Physical/Health Education | 4 | 10.06 | 1.4 | 15 | 30 | 98.2 |
| 11 | Compensatory Education (Local) | 12 | 10.53 | 1.1 | 13 | 37 | 98.4 |
| 12 | Exceptional Child Education | 11 | 10.57 | 1.7 | 12 | 37 | 98.0 |
| 13 | Environmental Education | 8 | 10.64 | .8 | 12 | 36 | 98.2 |
| 14 | Aesthetics/Fine Arts | 6 | 11.33 | 1.5 | 11 | 44 | 98.1 |
| 15 | Adult Education | 13 | 11.54 | 1.2 | 11 | 50 | 98.3 |
| 16 | Community Schools | 14 | 12.75 | .5 | 6 | 62 | 98.1 |
| 17 | Bilingual Education | 9 | 13.16 | 1.3 | 8 | 66 | 98.0 |

*Most important program area ranked as number 1.

## PRIORITIES OF PROGRAM AREAS*
## ELEMENTARY SCHOOL TEACHERS

Number Responding 4,132

Number who are parents of students in DCPS 1,044

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Five | % Ranking Item in Bottom Five | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | General Knowledge | 1 | 4.02 | 27.1 | 76 | 4 | 99.2 |
| 2 | Basic Skills | 5 | 5.27 | 17.2 | 62 | 8 | 99.0 |
| 3 | Attitude/Values | 7 | 5.49 | 12.4 | 60 | 7 | 99.1 |
| 4 | Prevention/Treatment Misbehavior | 17 | 5.77 | 17.4 | 57 | 10 | 99.0 |
| 5 | Effective Citizenship | 10 | 6.27 | 8.5 | 52 | 11 | 98.7 |
| 6 | Saleable Voc. Skills | 3 | 8.20 | 2.4 | 33 | 20 | 98.5 |
| 7 | Exceptional Child Education | 11 | 8.40 | 4.4 | 29 | 20 | 98.5 |
| 8 | Compensatory Education (Local) | 12 | 9.05 | 2.8 | 25 | 26 | 98.5 |
| 9 | Physical/Health Education | 4 | 9.36 | 1.2 | 19 | 24 | 98.3 |
| 10 | Career Education (Elem., Jr. High) | 16 | 9.95 | 1.3 | 17 | 31 | 98.5 |
| 11 | College Preparation | 2 | 10.32 | 1.5 | 20 | 38 | 98.2 |
| 12 | Environmental Education | 8 | 10.42 | .3 | 13 | 34 | 98.4 |
| 13 | Family Living/Consumer Education | 15 | 10.55 | .9 | 14 | 38 | 98.4 |
| 14 | Aesthetics/Fine Arts | 6 | 11.14 | 1.1 | 10 | 43 | 98.4 |
| 15 | Community Schools | 14 | 12.37 | .6 | 6 | 57 | 98.4 |
| 16 | Adult Education | 13 | 12.51 | .3 | 5 | 59 | 98.1 |
| 17 | Bilingual Education | 9 | 12.93 | 2.6 | 10 | 63 | 98.3 |

*Most important program area ranked as number 1.

## PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
## COMPOSITE OF ALL CATEGORIES

Number
Responding 9,837

Number who are parents
of students in DCPS 3,000

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Aircondition Schools | 1 | 2.91 | 32.7 | 51 | 25 | 96.5 |
| 2 | Eliminate Double Sessions | 4 | 3.27 | 26.9 | 43 | 33 | 96.4 |
| 3 | Replace Obsolete Schools | 5 | 3.36 | 13.4 | 34 | 27 | 96.3 |
| 4 | Renovate/Adapt Existing Facilities | 6 | 3.51 | 10.1 | 29 | 29 | 96.4 |
| 5 | Additional Vocational Facilities | 2 | 3.86 | 12.7 | 27 | 43 | 96.4 |
| 6 | Maintain/Improve Existing Schools | 3 | 3.99 | 5.9 | 19 | 42 | 96.2 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 4,945 | 4,136 | 756 |
| % | 50.3 | 42.1 | 7.6 |

PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
COUNTY, AREA, SCHOOL ADVISORY COMMITTEE MEMBERS

Number Responding 478

Number who are parents of students in DCPS 386

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Eliminate Double Sessions | 4 | 3.15 | 32.5 | 45 | 31 | 94.8 |
| 2 | Aircondition Schools | 1 | 3.33 | 24.0 | 42 | 33 | 95.2 |
| 3 | Replace Obsolete Schools | 5 | 3.38 | 13.0 | 32 | 27 | 94.8 |
| 4 | Renovate/Adapt Existing Schools | 6 | 3.51 | 9.5 | 30 | 29 | 95.2 |
| 5 | Maintain/Improve Existing Facilities | 3 | 3.67 | 9.3 | 27 | 34 | 94.8 |
| 6 | Additional Vocacional Facilities | 2 | 3.87 | 14.1 | 27 | 44 | 95.2 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 226 | 218 | 34 |
| % | 47.3 | 45.6 | 7.1 |

## PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
## COUNTY/AREA ADMINISTRATORS

Number
Responding 208

Number who are parents
of students in DCPS 86

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Eliminate Double Sessions | 4 | 2.87 | 30.4 | 51 | 22 | 98.1 |
| 2 | Replace Obsolete Schools | 5 | 2.98 | 22.5 | 46 | 23 | 98.1 |
| 3 | Aircondition Schools | 1 | 3.33 | 18.6 | 38 | 29 | 98.1 |
| 4 | Renovate/Adapt Existing Facilities | 6 | 3.86 | 5.4 | 23 | 39 | 98.1 |
| 5 | Additional Vocational Facilities | 2 | 3.91 | 16.2 | 27 | 45 | 98.1 |
| 6 | Maintain/Improve Existing Schools | 3 | 3.98 | 8.3 | 18 | 43 | 98.1 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 79 | 114 | 15 |
| % | 38.0 | 54.8 | 7.2 |

PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
OTHER COMMUNITY OR SCHOOL RELATED GROUPS

Number Responding 267

Number who are parents of students in DCPS 151

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Aircondition Schools | 1 | 3.21 | 24.7 | 44 | 30 | 95.5 |
| 2 | Replace Obsolete Schools | 5 | 3.29 | 11.4 | 37 | 26 | 95.5 |
| 3 | Eliminate Double Sessions | 4 | 3.35 | 28.1 | 42 | 38 | 94.8 |
| 4 | Renovate/Adapt Existing Facilities | 6 | 3.49 | 9.0 | 27 | 25 | 95.9 |
| 5 | Additional Vocational Facilities | 2 | 3.74 | 19.6 | 29 | 42 | 95.5 |
| 6 | Maintain/Improve Existing Schools | 3 | 3.78 | 9.0 | 27 | 25 | 95.9 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 132 | 108 | 27 |
| % | 49.4 | 40.4 | 10.1 |

## PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
## SECONDARY PRINCIPALS/ASSISTANTS

Number
Responding 228

Number who are parents
of students in DCPS 97

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Eliminate Double Sessions | 4 | 2.98 | 35.2 | 54 | 23 | 99.6 |
| 2 | Aircondition Schools | 1 | 3.17 | 27.4 | 42 | 30 | 98.7 |
| 3 | Replace Obsolete Schools | 5 | 3.20 | 14.6 | 36 | 21 | 99.1 |
| 4 | Renovate/Adapt Existing Facilities | 6 | 3.85 | 7.5 | 19 | 36 | 99.1 |
| 5 | Additional Vocational Facilities | 2 | 3.86 | 12.4 | 31 | 44 | 90.7 |
| 6 | Maintain/Improve Existing Facilities | 3 | 4.03 | 5.3 | 20 | 45 | 99.1 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 98 | 116 | 14 |
| % | 42.9 | 50.9 | 6.1 |

## PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
## ELEMENTARY PRINCIPALS/ASSISTANTS

Number Responding 287

Number who are parents of students in DCPS 97

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Eliminate Double Sessions | 4 | 3.00 | 29.4 | 52 | 28 | 93.7 |
| 2 | Aircondition Schools | 1 | 3.04 | 28.9 | 46 | 26 | 94.1 |
| 3 | Replace Obsolete Schools | 5 | 3.11 | 15.6 | 40 | 21 | 94.1 |
| 4 | Renovate/Adapt Existing Facilities | 6 | 3.46 | 13.3 | 31 | 28 | 94.4 |
| 5 | Maintain/Improve Existing Schools | 3 | 3.73 | 7.7 | 22 | 34 | 94.4 |
| 6 | Additional Vocational Facilities | 2 | 4.55 | 6.3 | 13 | 57 | |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 125 | 133 | 29 |
| % | 43.5 | 46.3 | 10.1 |

PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
SECONDARY SCHOOL TEACHERS

Number Responding 4,094

Number who are parents of students in DCPS 1,083

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Aircondition Schools | 1 | 3.04 | 29.5 | 47 | 26 | 97.0 |
| 2 | Eliminate Double Sessions | 4 | 3.22 | 29.3 | 46 | 33 | 96.9 |
| 3 | Replace Obsolete Schools | 5 | 3.38 | 12.9 | 33 | 28 | 96.9 |
| 4 | Additional Vocational Facilities | 2 | 3.47 | 17.5 | 35 | 33 | 97.0 |
| 5 | Renovate/Adapt Existing Facilities | 6 | 3.63 | 7.7 | 26 | 31 | 96.8 |
| 6 | Maintain/Improve Existing Schools | 3 | 4.15 | 4.6 | 15 | 50 | 96.7 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 2,078 | 1,771 | 245 |
| % | 50.8 | 43.3 | 5.9 |

## PRIORITIES OF CAPITAL CONSTRUCTION NEEDS
## ELEMENTARY SCHOOL TEACHERS

Number Responding 4,132

Number who are parents of students in DCPS 1,044

| Rank | Item | Item # | Mean Rank | % Ranking Item as #1 | % Ranking Item in Top Two | % Ranking Item in Bottom Two | % Responding to Item |
|---|---|---|---|---|---|---|---|
| 1 | Aircondition Schools | 1 | 2.66 | 38.7 | 57 | 21 | 96.5 |
| 2 | Renovate/Adapt Existing Facilities | 6 | 3.37 | 12.6 | 34 | 26 | 96.3 |
| 3 | Replace Obsolete Schools | 5 | 3.38 | 13.2 | 33 | 27 | 96.2 |
| 4 | Eliminate Double Sessions | 4 | 3.39 | 23.3 | 39 | 35 | 96.4 |
| 5 | Maintain/Improve Existing Schools | 3 | 3.91 | 6.2 | 20 | 40 | 96.2 |
| 6 | Additional Vocational Facilities | 2 | 4.21 | 7.6 | 19 | 51 | 96.2 |

Should strict adherence to priorities be observed?

| | Yes | No | No Response |
|---|---|---|---|
| n | 2,138 | 1,632 | 362 |
| % | 51.7 | 39,5 | 8.8 |



59

THE SURVEY INSTRUMENT

March, 1975

NEEDS ASSESSMENT SURVEY

DADE COUNTY PUBLIC SCHOOLS

Please check the one category that most clearly represents your affiliation.

1. _____ County/Area/School Advisory Committee
2. _____ Other participating community or school related group
3. _____ Secondary school principal/assistant principal
4. _____ Elementary principal/assistant principal/administrative assistant
5. _____ Secondary school teacher
6. _____ Elementary school teacher
7. _____ County/area administrator

8. _____ Yes No _____ I am a parent of a student (or a student) enrolled in the Dade County Public Schools.

PROBLEMS

Listed below are 15 existing or possible problems facing the Dade County Schools. Indicate your feelings as to the relative seriousness of each by ranking them from 1 through 15; assign a rank of 1 to the most serious problem. Do not assign the same rank to more than one item. Please respond to all items.

1. ____ General discipline in the schools
2. ____ Prevention and treatment of severe or repeating misbehavior problems
3. ____ Overcrowded schools
4. ____ Class size
5. ____ Substance abuse (e.g., misuse of drugs, alcohol)
6. ____ Financing capital construction projects
7. ____ Financing operating costs of education
8. ____ Integration of schools
9. ____ Responding to special needs of individual students
10. ____ Curriculum adaptability (relevance, flexibility etc.,)
11. ____ Achievement level of students in basic skills
12. ____ Competency level of teachers
13. ____ Racial/ethnic discrimination
14. ____ Public attitudes toward the school system
15. ____ Maintaining an appropriate balance in the curriculum

Please list any other important problems that should be included and state briefly how it should be solved. Do not assign a rank. _____

Auth.: MIS; Exp. Date: 5-21-75

## PRIORITIES OF EXISTING PROGRAM AREAS

Listed below are 17 areas of emphasis in the school system's ongoing programs. Disregard the degree of emphasis now placed on each. Please indicate your feeling as to the relative importance in terms of meeting the needs of the students by ranking them from 1 through 17; assign a rank of 1 to your highest priority. Do not assign the same rank to more than one item. Please respond to all items.

1. ____ Basic curriculum (general knowledge)
2. ____ College preparatory curriculum
3. ____ Development of saleable vocational skills
4. ____ Physical/Health Education
5. ____ Basic communication and computational skills
6. ____ Aesthetics/fine arts
7. ____ Attitudes, values, mental health, etc.
8. ____ Environmental Education
9. ____ Bilingual Education
10. ____ Preparation for functioning effectively as citizens
11. ____ Exceptional Child Education
12. ____ Special programs for the disadvantaged (non-federal)
13. ____ Adult Basic and Vocational Education
14. ____ Community School program
15. ____ Home and family living/consumer education
16. ____ Career awareness/exploration, elementary/junior high schools
17. ____ Prevention/treatment of student misbehavior

## EMPHASIS ON SOLUTIONS TO PROBLEMS

Listed below are several activities or programs which are considered by some to be viable means of improving the quality of education in the Dade County Schools. Indicate your feelings as to the importance of these by circling one of the following:

1. Critical - Should be given high funding priority.
2. Very important - Should be given additional funding if revenues permit.
3. Important - Should be funded at least at present level.
4. Less important - Funding could be reduced somewhat.
5. Not important - Funding should definitely be reduced or eliminated.

Do not circle more than one response per item; please respond to all items listed.

| | CRITICAL | VERY IMPORTANT | IMPORTANT | LESS IMPORTANT | NOT IMPORTANT |
|---|---|---|---|---|---|
| 1. Raise the competency level of teachers by improving the staff development program. | 1 | 2 | 3 | 4 | 5 |
| 2. Provide additional curriculum/instructional support services to teachers (on-site assistance, curriculum improvement/development) | 1 | 2 | 3 | 4 | 5 |

EMPHASIS ON SOLUTIONS TO PROBLEMS

| | CRITICAL | VERY IMPORTANT | IMPORTANT | LESS IMPORTANT | NOT IMPORTANT |
|---|---|---|---|---|---|
| 3. Place increased emphasis on prevention and control of student misbehavior. | 1 | 2 | 3 | 4 | 5 |
| 4. Increase the availability of quality instructional materials, equipment and media. | 1 | 2 | 3 | 4 | 5 |
| 5. Allocate additional personnel to schools so as to assure appropriate pupil-teacher ratios. | 1 | 2 | 3 | 4 | 5 |
| 6. Increase emphasis on attracting, hiring, retaining "good" teachers. | 1 | 2 | 3 | 4 | 5 |
| 7. Expand the Elementary Counseling program. | 1 | 2 | 3 | 4 | 5 |
| 8. Expand implementation of the Quinmester curriculum to elementary schools. | 1 | 2 | 3 | 4 | 5 |
| 9. Improve mastery of the basic skills through expanding the implementation of individualized programs. | 1 | 2 | 3 | 4 | 5 |
| 10. Improve basic skills competencies by expanding reading and mathematics programs at all levels. | 1 | 2 | 3 | 4 | 5 |
| 11. Improve student achievement by providing more assistance for teachers. | 1 | 2 | 3 | 4 | 5 |
| 12. Increase decisionmaking at the school level by providing for more discretionary use of resources. | 1 | 2 | 3 | 4 | 5 |
| 13. Insure that every student is given the opportunity to develop a saleable (vocational) skill before leaving school. | 1 | 2 | 3 | 4 | 5 |

EMPHASIS ON SOLUTIONS TO PROBLEMS

| | CRITICAL | VERY IMPORTANT | IMPORTANT | LESS IMPORTANT | NOT IMPORTANT |
|---|---|---|---|---|---|
| 14. Improve and expand placement and follow-up services for all students leaving or graduating from school. | 1 | 2 | 3 | 4 | 5 |
| 15. Insure that all non-English speaking pupils master basic communication skills in English by expanding and improving the English for Speakers of Other Languages progam. | 1 | 2 | 3 | 4 | 5 |
| 16. Insure that all non-Spanish speaking pupils are given the voluntary opportunity to learn to speak and write in the Spanish language. | 1 | 2 | 3 | 4 | 5 |
| 17. Respond to societal problems (drug abuse, alcoholism, etc.) by expanding the Comprehensive Health Education program. | 1 | 2 | 3 | 4 | 5 |
| 18. Relieve overcrowding in the schools by construction of additional schools. | 1 | 2 | 3 | 4 | 5 |
| 19. Improve maintenance and repairs of existing schools. | 1 | 2 | 3 | 4 | 5 |
| 20. Expand security services. | 1 | 2 | 3 | 4 | 5 |
| 21. Increase participation of the community through an improved or expanded community advisory committee structure. | 1 | 2 | 3 | 4 | 5 |
| 22. Continue to expand the Community School program | 1 | 2 | 3 | 4 | 5 |
| 23. Expand and improve the adult basic and adult vocational program. | 1 | 2 | 3 | 4 | 5 |

EMPHASIS ON SOLUTIONS TO PROBLEMS

| | CRITICAL | VERY IMPORTANT | IMPORTANT | LESS IMPORTANT | NOT IMPORTANT |
|---|---|---|---|---|---|
| 24. Expand and improve the program for identification, placement and instruction of special education students. | 1 | 2 | 3 | 4 | 5 |
| 25. Provide for needs of the economically and culturally disadvantaged by expanding local compensatory education programs. | 1 | 2 | 3 | 4 | 5 |
| 26. Maintain a balance in the curriculum by expanding art, music and other electives in the elementary school curriculum. | 1 | 2 | 3 | 4 | 5 |
| 27. Maintain a balance in the curriculum by increasing emphasis on basic education such as mathematics, science, social studies, language arts. | 1 | 2 | 3 | 4 | 5 |
| 28. Improve program decision-making by providing more indepth evaluations of specific programs. | 1 | 2 | 3 | 4 | 5 |
| 29. Expand the career awareness/ career exploratory programs at elementary/junior high levels. | 1 | 2 | 3 | 4 | 5 |
| 30. Develop a program of educational options (as to philosophies, teaching strategies, physical environment, etc.) by creating separate optional schools. | 1 | 2 | 3 | 4 | 5 |
| 31. Increase competencies of management. | 1 | 2 | 3 | 4 | 5 |
| 32. Increase emphasis on consumer education in the curriculum. | 1 | 2 | 3 | 4 | 5 |

EMPHASIS ON SOLUTIONS TO PROBLEMS

| | CRITICAL | VERY IMPORTANT | IMPORTANT | LESS IMPORTANT | NOT IMPORTANT |
|---|---|---|---|---|---|
| 33. Increase opportunities for job training or retraining for adults. | 1 | 2 | 3 | 4 | 5 |
| 34. Increase the dissemination of occupational and vocational education information. | 1 | 2 | 3 | 4 | 5 |

Please list any alternatives or additions to the above listing that you think should be implemented or expanded and state briefly how the recommended activity would improve the quality of education in Dade County Public Schools; indicate whether or not it is "critical", "very important", "important", etc.

Consider the fact that the projected funds for capital construction will not be adequate over the next five years to meet the identified needs. Listed below are several needs that may compete for limited funds. Please indicate your feelings as to the priorities among them by assigning a rank to each from 1 through 6; assign a rank of 1 to your highest priority. Do not assign any item more than one rank. Please respond to all items.

1. ____ Provide airconditioning for non-airconditioned schools.
2. ____ Provide additional vocational education facilities.
3. ____ Maintain or improve interior and exterior of existing school buildings.
4. ____ Eliminate double sessions and/or the extended school day.
5. ____ Construct new facilities to replace structurally obsolete schools.
6. ____ Renovate existing classrooms or schools to adapt to curricular needs.

If priorities were established for the above in some satisfactory manner, do you agree that the needs should be met in strict priority order (i.e., priority need number 1 should be completely met before priority need number 2 receives funds, etc.)?

____ Yes No ____